DOCUMENT RESUME

ED 146 737 EC 102 858

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| TITLE | Learning Disabilities--Programs: 1977 Topical Bibliography. |
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| DESCRIPTORS | Annotated Bibliographies; Elementary Secondary Education; *Learning Disabilities; *Program Descriptions; *Programs |

ABSTRACT

The annotated bibliography contains approximately 65 citations (1974-1976) on programs for learning disability students. Information is said to have been gathered from volume eight of Exceptional Child Education Resources. Entries are arranged by accession number and usually include information on author, title, source, date, pagination, availability (including the ERIC-Educational Resources Information Center-document number when appropriate), and a brief abstract. (CL)

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# Learning Disabilities—Programs

1977 Topical Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Education Resources
Topical Bibliography Series, No. 708

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EC102958

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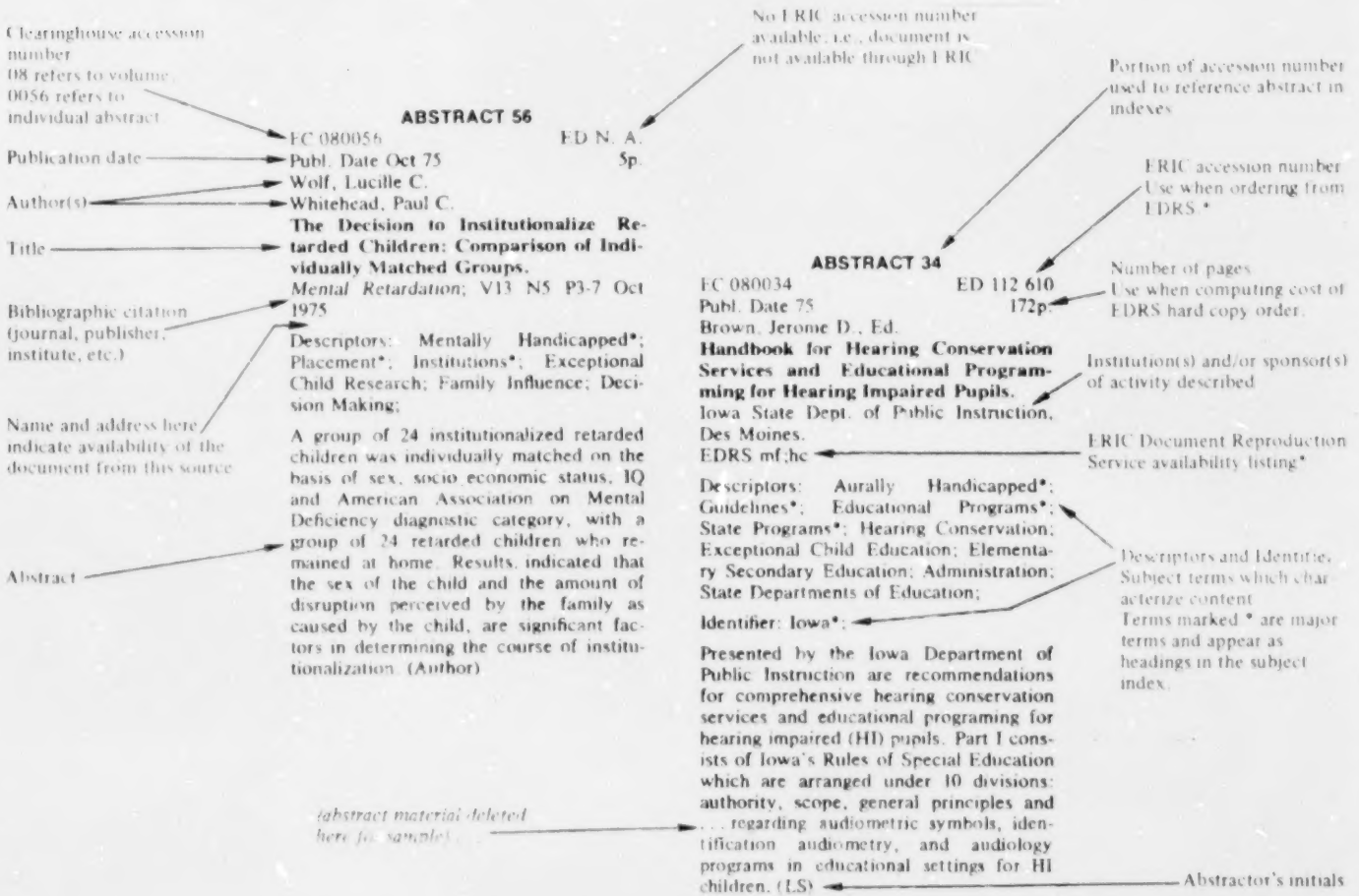
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ABSTRACT 56
EC 080056
ED N. A.
Publication date
Publ. Date Oct 75
5p.
Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
ERIC accession number Use when ordering from EDRS.*
Bibliographic citation (journal, publisher, institute, etc.)
Mental Retardation; V13 N5 P3-7 Oct 1975
ABSTRACT 34
EC 080034
ED 112 610
Number of pages Use when computing cost of EDRS hard copy order.
Publ. Date 75
172p.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and/or sponsor(s) of activity described
Name and address here indicate availability of the document from this source
Iowa State Dept. of Public Instruction, Des Moines.
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Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Descriptors and Identifiers: Subject terms which characterize content Terms marked * are major terms and appear as headings in the subject index.
Identifier: Iowa*;
Abstract
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio-economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and
(abstract material deleted here for sample)
. . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
Abstractor's initials

## CEC Information Services Journal Collection

The CEC Information Services regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Resources (ECER).* Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE),* an Educational Resources Information Center (ERIC) publication. The following list (current April 1977) is *representative* of journals currently received.

**AAESPH Review**, American Association for the Severely/Profoundly Handicapped, P O Box 15287, Seattle WA 98115

*__Academic Therapy__, 1539 Fourth Street, San Rafael, California 94901

**Adolescence**, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*__American Annals of the Deaf__, 5034 Wiscon-
**sin Avenue NW, Washington DC 20016

**American Education**, 400 Maryland Avenue SW, Washington DC 20202

**American Educational Research Journal**, 1126 16th Street NW, Washington DC 20036

**American Journal of Art Therapy**, 6010 Broad Branch Road, Washington DC 20015

**American Journal of Community Psychology**, Plenum Publishing Co., 227 W. 17th St., New York NY 10011

**__American Journal of Diseases of Children__, 535 North Dearborn Street, Chicago, Illinois 60610

*__American Journal of Mental Deficiency__, 49
**Sheridan Avenue, Albany, New York 12210

**American Journal of Nursing**, 10 Columbus Circle, New York, New York 10019

**__American Journal of Occupational Therapy__, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*__American Journal of Orthopsychiatry__, 1790
**Broadway, New York, New York 10019

**Archives of Otolaryngology**, 535 North Dearborn Street, Chicago, Illinois 60610

**Arithmetic Teacher**, 1906 Association Dr., Reston VA 22091

**Art Psychotherapy**, Pergamon Press, Maxwell House, Fairview Park, Elmsford, NY 10523

**ASHA**, American Speech and Hearing Association Journal, 9030 Old Georgetown Road, Washington DC 20014

**Assignment Children**, UNICEF, 7 Rue Eugene Delacroux, 75016, Paris, France

**Audecibel**, 24261 Grand River Avenue, Detroit, Michigan 48219

**Audiology & Hearing Education**, 15300 Ventura Boulevard, Suite 301, Sherman Oaks CA 91403

**Australian Citizen Limited**, Box 91, Brighton 5048, South Australia

*__Australian Journal of Mental Retardation__,
**P O Box 255, Carlton, South Victoria 3053, Australia

**AVISO**, Newark State College, Union, New Jersey 07083

**__Behavior Therapy__, 111 Fifth Avenue, New York, New York 10003

**Behavior Today**, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

**Behavioral Disorders**, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

**British Journal of Disorders of Communication**, 4345 Annandale Street, Edinburgh EH7 4AT, Scotland

**British Journal of Mental Subnormality**, Monyhull Hospital, King's Heath, Birmingham B30 3QB, England

**British Journal of Physical Education**, 10 Nottingham Place, London W1M 4 AX, England

**Bulletin of the Orton Society**, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

**Bulletin of Prosthetics Research**, US Government Printing Office, Washington DC 20402

*__Bureau Memorandum__, 126 Langdon Street, Madison, Wisconsin 53702

**CSMR Bulletin**, 345 Campus Towers, Edmonton, Alberta, Canada

**Canada's Mental Health**, Information Canada, Ottawa K1A 0S9, Canada

**CEDR Quarterly**, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

**Child Care Quarterly**, 2852 Broadway, Morningside Heights, New York 10025

**Child Development**, 5750 Ellis Avenue, Chicago, Illinois 60637

**__Child Psychiatry & Human Development__, 2852 Broadway, Morningside Heights, New York 10025

**Child Welfare**, 67 Irving Place, New York, New York 10003

**Childhood Education**, 3615 Wisconsin Avenue NW, Washington DC 20016

**Children Today**, US Government Printing Office, Washington DC 20402

**Children's House**, Box 111, Caldwell, New Jersey 07006

**Colorado Journal of Educational Research**, University of Northern Colorado, Greeley, Colorado 80631

**Compact**, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

**Day Care & Early Education**, 2852 Broadway, New York, New York 10025

**Deaf American**, 5125 Radnor Road, Indianapolis, Indiana 46226

**Deficience Mentale/Mental Retardation**, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

**Developmental Medicine and Child Neurology**, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

**Devereux Forum**, 19 South Waterloo Road, Devon, Pennsylvania 19333

**DSH Abstracts**, Gallaudet College, Washington, DC 20002

**Dyslexia Review**, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

**Early Years**, Allen Raymond Inc., P O Box 1223, Darien CT 06820

**Early Years Parent**, Allen Raymond Inc., P O Box 1223, Darien CT 06820

*__Education and Training of the Mentally
**Retarded__, 1920 Association Drive, Reston, Virginia 22091

**Education Digest**, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*__Education of the Visually Handicapped__, 919 Walnut St., Fourth Floor, Philadelphia, Pennsylvania 19107

**Educational & Psychological Measurement**, Box 6907, College Station, Durham, North Carolina 27708

**Educational Forum**, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

**Educational Horizons**, 2000 East 8th Street, Bloomington, Indiana 47401

**Educational Leadership**, 1201 16th Street NW, Washington DC 20036

**Educational Researcher**, 1126 16th Street NW, Washington DC 20036

**Educational Technology**, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

**Elementary School Journal**, 5801 Ellis Avenue, Chicago, Illinois 60637

**English Journal**, 1111 Kenyon Road, Urbana, Illinois 61801

**Exceptional Child** (formerly **Slow Learning Child**), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

*__Exceptional Children__, 1920 Association
**Drive, Reston, Virginia 22091

*__Exceptional Parent__, 264 Beacon Street, Boston, Massachusetts 02116

**Family Involvement**, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

**Focus on Exceptional Children**, 6635 East Villanova Place, Denver, Colorado 80222

*__Gifted Child Quarterly__, 8080 Springvalley Drive, Cincinnati, Ohio 45236

**Harvard Educational Review**, Longfellow Hall, 13 Appian Way, Cambridge MA 02138

**Health Education** (formerly **School Health Review**), American Alliance for Health, Physical Education, and Recreation, 1201 16th St., NW, Washington DC 20036

**Hearing**, 105 Gower Street, London WC1E 6AH, England

*__Hearing & Speech Action__, 814 Thayer Avenue, Silver Spring, Maryland 20910

**Hearing Rehabilitation Quarterly**, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

**Human Behavior**, PO Box 2810, Boulder, Colorado 80302

**Humanist**, 923 Kensington Ave., Buffalo, New York 14215

**Illinois Schools Journal**, 6800 South Stewart Avenue, Chicago, Illinois 60621

**Indiana Speech & Hearing Journal**, Ball State University, Muncie, Indiana 47306

**Instructor**, PO Box 6099, Duluth, Minnesota 55806

**Inter-Clinic Information Bulletin**, 317 East 34th Street, New York, New York 10016

**International Child Welfare Review**, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

**International Journal of Child Psychiatry**, Verlag 10, Basel 13, Switzerland

*Journals monitored for CIJE

**Copyrighted journals for which ECER has been granted permission to use author abstracts

**International Rehabilitation Review**, 219 East 44th Street, New York, New York 10017

**Insoivement**, PO Box 360, Oak Ridges, Ontario, Canada

**Journal for Special Educators of the Mentally Retarded**, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, University of Kansas, Lawrence, Kansas 66044

**Journal of Applied Rehabilitation Counseling**, 1522 K Street NW, Washington DC 20005

**Journal of Association for Study of Perception**, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophrenia, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Child Psychology & Psychiatry**, Pergamon Press, Elmsford, New York 10523

**Journal of Clinical Child Psychology**, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

**Journal of Communication Disorders**, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

**Journal of Community Health**, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

**Journal of Creative Behavior**, 1300 Elmwood Avenue, Buffalo, New York 14222

**Journal of Developmental Disabilities**, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

**Journal of Education**, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

**Journal of Educational Research**, Box 1605, Madison, Wisconsin 53701

**Journal of General Education**, 215 Wagner building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 101 E. Ontario St., Chicago IL 60611

**Journal of Marriage & the Family**, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, Pembridge Hall, 17 Pembridge Sq., London W2 4EP, England

**Journal of Music Therapy**, Box 610, Lawrence, Kansas 66044

**Journal of Negro Education**, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

**Journal of Reading**, 6 Tyre Avenue, Newark, Delaware 19711

**Journal of Rehabilitation**, 1522 K Street NW, Washington DC 20005

**Journal of Rehabilitation of the Deaf**, 814 Thayer Avenue, Silver Spring, Maryland 20910

**Journal of School Health**, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

**Journal of Teacher Education**, One Dupont Circle, Washington DC 20036

*Journal of Visual Impairment and Blindness (formerly **New Outlook for the Blind**), American Foundation for the Blind, 15 W. 16 St., New York NY 10011

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

**Lantern**, Perkins School for the Blind, Watertown, Massachusetts 02172

**Learning**, 530 University Avenue, Palo Alto, California 94301

**Mathematics Teacher**, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Avenue **NW, Washington DC 20015

**Merrill Palmer Quarterly**, 71 East Ferry Avenue, Detroit, Michigan 48202

**Momentum**, 350, One Dupont Circle, Washington DC 20036

**Music Educators Journal**, 1902 Association Drive, Reston, Virginia 22091

**NASSP Bulletin**, 1904 Association Drive, Reston, Virginia 22091

**National Elementary Principal**, 1801 North Moore Street, Arlington, Virginia 22209

**The New Beacon**, 224 Great Portland Street, London W1N 6AA, England

**Notre Dame Journal of Education**, PO Box 686, Notre Dame, Indiana 46556

**Nursing Outlook**, 10 Columbus Circle, New York, New York 10019

**Optometric Weekly**, 5 North Wabash Avenue, Chicago, Illinois 60602

**Parent Communication**, 2190 N. Woodward Ave., Bloomfield Hills MI 48013

**Parents Voice**, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

**Peabody Journal of Education**, George Peabody College for Teachers, Nashville, Tennessee 37203

**Pediatric Clinics of North America**, W.B. Saunders Co., W. Washington Sq., Philadelphia PA 19105

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

**Perceptual and Motor Skills**, Box 1441, Missoula MT 59801

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

**Phi Delta Kappan**, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 20005

**Pointer**, PO Box 131, University Station, Syracuse, New York 13210

**Psychology in the Schools**, 4 Conant Square, Brandon, Vermont 05733

**Psychology Today**, PO Box 2990, Boulder Colorado 80302

**Quarterly Journal of Speech**, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

**Reading Teacher**, 6 Tyre Avenue, Newark, Delaware 19711

**Rehabilitation Digest**, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

**Rehabilitation Gazette**, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

**Rehabilitation Teacher**, 88 St. Stephen Street, Boston, Massachusetts 02115

**Rehabilitation World**, RIUSA, 20 W. 40th St., New York NY 10018

**Remedial Education**, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

**Review of Educational Research**, 1126 16th Street NW, Washington DC 20036

**Scandinavian Journal of Rehabilitation Medicine**, Gamla Brogatan 26, Box 62, S 101 20 Stockholm 1, Sweden

**Schizophrenia Bulletin**, 5600 Fishers Lane, Rockville, Maryland 20852

**School Media Quarterly**, 1201-1205 Bluff Street, Fulton, Missouri 65251

**Science and Children**, National Science Teachers Association, 1201 16th St., NW, Washington DC 20036

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

**Sign Language Studies**, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

**Southern Journal of Educational Research**, Box 107, Southern Station, Hattiesburg, Mississippi 39401

**Special Children**, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

**Special Education in Canada**, Dave Muir, Subscriptions, 12 Doucett Pl., Scarborough, Ontario M1G 3M2, Canada

**Teacher**, 22 West Putnam Avenue, Greenwich, Connecticut 06830

**Teacher of the Blind**, Royal School for the Blind, Church Road North, Wavertree, Liverpool L15 6TQ, England

**Teacher of the Deaf**, 50 Topsham Road Exeter EX2 4NF, England

**Teachers College Record**, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash**ington, DC 20007

**Young Children**, 1384 Connecticut Avenue NW, Washington, DC 20009

### ABSTRACT 2959

EC 08 2959 ED N. A.
Publ. Date 75 42p.
Fielding, P. M., Ed.
Moss, John R.

**A National Directory of Four Year Colleges, Two Year Colleges and Post High School Training Programs for Young People with Learning Disabilities Second Edition.**

Partners in Publishing Company, P.O. Box 50347, Tulsa, OK 74150 ($7.00)

Descriptors: Exceptional Child Education; Learning Disabilities;* Higher Education;* Post Secondary Education;* Junior Colleges;* Directories;* National Surveys;

Contained in the directory of 4-year colleges, 2-year colleges, and post high school training programs for learning disabled students is information gained from a survey of over 4,000 institutions. Given are such suggestions as visiting the campus and taking college board admissions tests under special provision. Varieties of admission policies and program offerings are summarized. Programs are listed alphabetically by state; and usually provided for each listing are the school name and type of program, enrollment, admission policy, percent of LD students who complete the program, curriculum modifications, a contact person and address, any additional information and the source of information for the directory. (DB)

### ABSTRACT 2953

EC 08 2953 ED 122 575
Publ. Date Apr 76 16p.
Kane, Janet Fenton.
Arend, Paul J.

**Program Model: Language Enriched English Eleven for High School Students Deficient in Language.**

EDRS mf;hc

Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Learning Disabilities; Language Handicapped;* Senior High Schools; English;* Language Arts;* Remedial Courses; Remedial Instruction;* Program Descriptions;* Program Effectiveness;*

Eighteen high school students of normal intelligence but with severely deficient language skills were given a special highly structured instructional program. Students progressed in vocabulary development, reading comprehension, and written and oral expression. Although the degree of progress was not sufficient to overcome deficits of two and three grade levels, the prognosis for further improvement was thought to be good. Students reacted favorably to the program and showed improved self concepts. (DB)

### ABSTRACT 2952

EC 08 2952 ED 122 574
Publ. Date Apr 76 12p.
Schiffman, Gilbert B.

**Philosophical Implications for the University.**

EDRS mf;hc

Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Learning Disabilities; Reading Difficulty;* Elementary Secondary Education; Teacher Qualifications;* Remedial Reading;* Program Development;* Identification; Teacher Education; Inservice Teacher Education; Teaching Methods;

Discussed are issues in the identification and remediation of reading difficulties in elementary and secondary schools, and reported are results of a survey of 786 teachers of reading. Noted in the survey results are that 21% of the teachers had only two or more graduate courses in reading, and that only 4% or 2% of the teachers, respectively, had taken courses in learning disabilities or language development. Organization of the remedial program is considered in terms of program structure (i.e. regular classroom, tutoring, or full time special instruction), early identification of the kindergarten or first grade level, pre- and inservice teacher education, and the application of individualized pedagogical procedures. (DB)

### ABSTRACT 2882

EC 08 2882 ED 122 504
Publ. Date Apr 76 17p.
Taylor, Patricia Silke.

**Administrators' Perceptions of Selected Aspects of Specific Learning Disabilities Programs in Florida School Districts.**

EDRS mf;hc

Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Secondary Education; Administrator Attitudes;* Administrative Organization;* State Programs;* Identification; Incidence; Teacher Education; School Districts;*

Identifiers: Florida;*

Investigated were the perceptions of programs for children with specific learning disabilities (SLD) expressed by 127 directors of special education programs, supervisors of SLD programs, and principals having SLD classes located in large, medium sized or small Florida school districts. The administrators were queried regarding the characteristics of SLD pupils, reasons for referral, eligibility criteria, prevalence of SLD, the influence of psychologists, tests used for SLD identification, criteria for self contained placement, differential placement, and use of resource rooms. It is concluded that the Florida SLD eligibility criteria should continue to be used and clarified in order to standardize identification and placement procedures, that the accepted prevalence rate should be increased to at least 3%, that the training of SLD teachers should include preparation in testing and consultative work, and that SLD teachers and resource rooms be provided for those pupils on waiting lists. (DB)

### ABSTRACT 2810

EC 08 2810 ED N. A.
Publ. Date Mar 76 7p.
Parmenter, Trevor R.

**The Vocational Development of the Learning Disabled: Implications for Lifelong Learning.**

*Australian Journal of Mental Retardation*; V4 N1 P8-14 Mar 1976

Descriptors: Mentally Handicapped; Behavioral Science Research;* Employment Potential;* Vocational Development;* Learning Disabilities; Job Skills; Vocational Counseling; Sheltered Workshops; Vocational Education; Social Adjustment; Interpersonal Competence;

Weaknesses in research into the vocational needs of the mentally retarded or otherwise learning disabled are explored and an alternative approach, based upon the principles of applied behavior analysis, is suggested. It is argued that specific skills training, rather than generalized programs in the development of social competence will facilitate the effective vocational placement of this group. Implications of this approach for sheltered workshops, work preparation centers, work experience programs and technical education are touched upon. It is argued that this optimistic approach, which transforms a person with learning disabilities into one with saleable skills, expectancy cycle for the handicapped. (Author)

### ABSTRACT 2770

EC 08 2770 ED 121 047
Publ. Date Nov 74 215p.
Evans, Joyce S.

**A Project to Develop Curriculum for Four-Year-Old Handicapped Mexican American Children. Final Report. Appendix.**

Southwest Educational Development Lab., Austin, Tex.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

EDRS mf;hc

Volume 2 of 2 Volumes

Descriptors: Exceptional Child Research; Learning Disabilities;* Disadvantaged Youth; Mexican Americans;* Bilingualism;* Preschool Education; Program Descriptions;* Screening Tests;* Instructional Materials; Teaching Guides; Resource Guides; Parent Role;

Identifiers: Informal Assessment; Ability Development Project;*

Provided are 13 appendixes to a report on the Ability Development Project to identify 4-year-old learning disabled Mexican American children and develop appropriate curricular materials for them. Included are a list of references; a list of external consultants; background and rationale of the Bilingual Early Childhood

and Bilingual Kindergarten Programs (which contains information in such areas as program strategies, program evaluation, and program staff); developmental procedures for the Southwest Educational Development Laboratory; an abstract, evaluation reports, and recording forms on the Spanish/English Language Preference Screening; a list of materials and instructions for the Criterion Referenced Test on Units 1-15 of the Bilingual Early Childhood Program, Level II; an abstract, consultant review, teacher review, and evaluation report on the Observational Checklists for Referral; a survey of tests administered to preschool children in Texas; learning profiles and recording forms; an abstract and consultant review questions on the manual for working with parents of handicapped children; an abstract and materials workshop summary on an instructional materials manual; information on the parent interview (such as general instructions, interview questions, and the interview form); and parent activities information which includes a parent workshop survey, a summary of parent workshop activities and a report and a newspaper article on the planning and building of an adventure playground. (For information on the research project, see EC 08 2769.) (SB)

### ABSTRACT 2769

EC 08 2769 ED 121 046
Publ. Date Nov 74 93p.
Evans, Joyce S.
**A Project to Develop Curriculum for Four-Year-Old Handicapped Mexican American Children. Final Report.**
Southwest Educational Development Lab., Austin, Tex.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
EDRS mf;hc
Volume 1 of 2 Volumes.

Descriptors: Exceptional Child Research; Learning Disabilities;* Disadvantaged Youth; Mexican Americans;* Bilingualism;* Preschool Education; Material Development;* Identification; Screening Tests;* Check Lists; Culture Free Tests; Resource Guides; Teaching Guides; Parent Role;

Identifiers: Informal Assessment; Ability Development Project;* Final Reports;

As part of the Ability Development Project to identify 4-year-old Mexican American children with learning disabilities and develop appropriate curricular materials for them, 99 children (3-5 years old) attending city day care centers were assigned to the Bilingual Early Childhood Program, Level II. Twenty-nine children (final results included data on only 22 of this group) identified by Project staff as having the most severe learning disabilities were selected as the target population. Identification instruments and supplementary activities were developed or adapted using a pre-post test research design that compared results from the target group with results from nonhandicapped classmates and handicapped children who had not received supplementary assistance. The following products resulted: Spanish/English Language Preference Screening, Observational Checklists for Referral, Criterion Referenced Test, Supplementary Activities, the Instructional materials manual "How to Fill Your Toy Shelves Without Emptying Your Pocketbook--70 Inexpensive Things to Do or Make," and a manual on working with parents of handicapped children. Findings included that project children made significant gains on criterion referenced and norm referenced tests; and that target children who had received Supplementary Activities made greater gains than target children who had not, and in some areas made gains comparable with those of their nonhandicapped peers. (Numerous tables with statistical information are provided.) (For appendixes to the document, see EC 08 2770.) (Author/SB)

### ABSTRACT 2422

EC 08 2422 ED N. A.
Publ. Date Sp/Su76 3p.
McWhirter, J. Jeffries.
Hudak, John L., Jr.
**Parent's Group on Child Management.**
*Devereux Forum*; V11 N1 P36-38 Spr/Sum 76

Descriptors: Exceptional Child Education; Learning Disabilities;* Emotionally Disturbed;* Elementary Secondary Education; Parent Education;* Program Descriptions;* Behavior Change;* Reinforcement; Child Rearing;

A seven-session parent education course in the principles of reinforcement theory is being used at the Devereux School (Scottsdale, Arizona) for children with emotional difficulties or learning disabilities. The sessions focus on communication practice, principles of behavior analysis, the charting of behaviors, development of a behavior modification plan, application of reinforcement procedures, the formulation and use of "rules", and followup. (For related information, see EC 08 2416 through EC 08 2421 and EC 08 2423.) (DB)

### ABSTRACT 2688

EC 08 2688 ED N. A.
Publ. Date 76 58p.
Collins, Patricia J.
Cunningham, Gary W.
**Writing Individualized Programs: A Workbook for Learning Disabilities Specialists.**
C. C. Publications, P. O. Box 372, Gladstone, OR 97027 ($7.50)

Descriptors: Exceptional Child Education; Learning Disabilities;* Teaching Methods;* Programed Instruction;* Task Analysis;* Sequential Programs; Individualized Instruction; Behavioral Objectives;*

Designed for use by learning disabilities specialists, the workbook presents a programed system for teaching specific target behaviors to remediate individual students' deficits. Steps to follow are presented sequentially, each step explained in terms of procedure, with specific examples and worksheets provided. An overview flowchart is included, and the following steps are covered: select a target behavior, write a terminal objective, write the pretest and the posttest, administer the pretest, write a task sequence, do a task analysis, incorporate the task sequence into the delivery system, provide for tracking and data collection, administer the program, and administer the posttest. Explanations of terminology are included. Appended are examples of tracking sheets and data collection forms. (IM)

### ABSTRACT 2615

EC 08 2615 ED N. A.
Publ. Date Jun 76 4p.
Black, Toby Joanne.
**Where Do I Go from Here? The Involvement of Vocational Rehabilitation and Occupational Education with the Learning Disabled in North Carolina.**
*Rehabilitation Literature*; V37 N6 P168-171 Jun 1976

Descriptors: Learning Disabilities;* Vocational Rehabilitation;* Vocational Education;* Prevocational Education;* Occupational Choice;* Exceptional Child Education; Disadvantaged Youth; Secondary Education; Career Education; State Programs;

Identifiers: North Carolina;*

The need for learning disabled secondary school students to be made aware of and provided with vocational rehabilitation services is discussed; and the services available in North Carolina are described, including an assessment of the program called Occupational Education for the Disadvantaged. Two case studies are reviewed as examples of junior high school through college students who could benefit from state vocational rehabilitation services. The author proposes that children be screened in elementary and junior high school, and counseled and/or referred for training by vocational rehabilitation in high school. (IM)

### ABSTRACT 2542

EC 08 2542 ED N. A.
Publ. Date Jun 76 11p.
Stott, Denis H.
**Pseudo-Retardation as a Form of Learning Disability: The Case of Jean.**
*Journal of Learning Disabilities*; V9 N6 P354-364 Jun/Jul 1976

Descriptors: Learning Disabilities;* Mentally Handicapped;* Case Studies;* Behavior Change;* Remedial Instruction;* Emotional Problems;* Exceptional Child Research; Operant Conditioning; Learning Characteristics;

Identifiers: Pseudo Retardation;*

Identified and successfully treated was a 4-year-old girl playing the role of a low grade retardate. The child attended a preschool for the retarded and controlled her social environment by means of extreme dependence and helplessness. Rehabilitation involved a behavior modification program in which this role was not reinforced and the use of a learning program that positively reinforces good learning behaviors. The child's IQ was within the normal range after the remedial program. The dependent role and re-

sulting learning disability appeared to be the result of early minor handicaps. (Au'hor/DB)

### ABSTRACT 2541

EC 08 2541 ED N. A.
Publ. Date Jun 76 7p.
Lovitt, Thomas C.
Hansen, Cheryl L.
**Round One-Placing the Child in the Right Reader.**
*Journal of Learning Disabilities*; V9 N6 P347-353 Jun/Jul 1976

Descriptors: Learning Disabilities;* Reading Skills;* Grouping (Instructional Purposes);* Exceptional Child Research; Elementary Education; Reading Tests; Effective Teaching; Sequential Reading Programs;

Designed and implemented with seven learning disabled boys (7-11 years old) was a method of placing children in appropriate readers which utilized aspects of the Informal Reading Inventory and techniques developed by applied behavior analysts. Three different reading behaviors of Ss were measured directly and frequently: correct oral reading rate, incorrect oral reading rate, and correct comprehension percentage. Method effectiveness was judged in terms of how well it predicted subsequent reading performance in the readers. It was found that (1) performance differences between adjacent books were minimal, though oral reading rates and comprehension scores generally worsened as the grade level of the material increased; and (2) all pupils progressed satisfactorily after placement in the readers. (Author/DB)

### ABSTRACT 2540

EC 08 2540 ED N. A.
Publ. Date Jun 76 9p.
Brown, Virginia L., Ed.
**Programs, Materials and Techniques.**
*Journal of Learning Disabilities*; V9 N6 P338-346 Jun/Jul 1976

Descriptors: Learning Disabilities;* Instructional Materials;* Book Reviews;* Exceptional Child Education; Elementary Secondary Education; Spelling; Non English Speaking; Class Management; Behavior Change; Group Dynamics;

Reviewed are a variety of instructional materials in the areas of language arts, English as a foreign language, and class management, and appropriate for use by administrators or teachers of learning disabled children. Specifically reviewed are an individualized spelling program, a reading and English series for non English speaking persons, a program to teach basic communication skills to nonverbal (nonvocal) children, a complete primary curriculum for educable mentally retarded children or children with marked learning difficulties, a book on class management, a book on the measurement and analysis of behavioral techniques, and a book on the use of the Delphi technique and the Nominal Group Technique in achieving concensus for program planning. (DB)

### ABSTRACT 2536

EC 08 2536 ED N. A.
Publ. Date Win 76 7p.
Koppitz, Elizabeth Munsterberg.
**Special Class Pupils with Learning Disabilities: A Five-Year Follow-Up Study.**
*School Psychology Digest*; V5 N1 P45-51 Win 76

Descriptors: Exceptional Child Research; Learning Disabilities;* Elementary Education; Followup Studies;* Program Effectiveness;* Special Classes;* Dropouts; Prevention;

Discussed are results of a 5-year follow-up study of 177 elementary grade learning disabled children. It is reported that 1/4 of the Ss had returned to regular classes, another 1/4 were no longer in the school system, and 1/2 continued to be in special classes. It is stressed that most of the children received special instruction only after secondary emotional and behavioral problems had developed. The special class program is seen to have improved pupils' attitudes and self concepts and probably prevented pupils from becoming school dropouts. (DB)

### ABSTRACT 2531

EC 08 2531 ED N. A.
Publ. Date Win 76 11p.
Early, George H.
**Learning Disabilities: An Information-Processing Model.**
*School Psychology Digest*; V5 N1 P16-26 Win 76

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Secondary Education; Models;* Conceptual Schemes;* Learning Characteristics;* Cognitive Processes;*

Presented is an information processing model of learning disabilities that stresses the phenomenon of cognitive overload. The learning disabled child is seen to devote cognitive energy to the mechanics of the learning task rather than to its meaning. The model is described in terms of the dimensions of space and time, the modalities, integration of the modalities across space and time, developmental stages, and generalized abilities vs. "splinter skills." The model is intended to provide a framework for planning remedial programs. (DB)

### ABSTRACT 2487

EC 08 2487 ED 121 000
Publ. Date 74 54p.
Hession, Lucy Anne.
**Training Special and Regular Educators in the Observation, Identification and Management of Children (k-3) with Learning Handicaps. Final Report.**
Maryland State Dept. of Education, Baltimore. Div. Of Instruction.
Bureau of Education for the Handicapped (DHEW/OE), Washington, DC.
EDRS mf;hc

Descriptors: Exceptional Child Education; Learning Disabilities;* Primary Education; Program Descriptions;* Program Evaluation; Television;* Inservice Teacher Education;* Graduate Study; Identification;* Intervention; Course Objectives;

Identifiers: Final Reports; Maryland;

Reported are details of a project to develop and implement a 26-lesson television course to train teachers at the early childhood and primary grade levels in the identification and remediation of learning handicaps. Instructional television is said to have been selected because of its suitability to serving educators all over Maryland and its compatability with the continuum concept of Maryland special education. It is reported that the project, which gives teachers 3 hours of either inservice or academic credit, was piloted in the spring of 1973 in 11 local education agencies with a total of 180 teachers, followed by statewide implementation in 1973- 74, and subsequent use in 13 other states. Summarized for each of the 3 years are major project accomplishments and spinoff developments. The major portion of the document consists of appendixes such as a teacher interview checksheet, a listing of project consultants, specific lesson objectives, the pre-post instrument used for pilot telecast, factsheet on the project, results of informal teacher critiques, and a budget breakdown of the project. (DB)

### ABSTRACT 2486

EC 08 2486 ED 120 999
Publ. Date 76 343p.
**Pre-Kindergarten Prescriptive Teaching Program for Learning Disabled Children.**
Fargo Public Schools, ND.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, DC.
EDRS mf;hc

Descriptors: Exceptional Child Education; Learning Disabilities;* Preschool Education;* Curriculum Guides;* Diagnostic Tests;* Language Arts; Mathematics; Sciences; Health; Motor Development; Social Studies; Behavioral Objectives;* Diagnostic Teaching;

Presented is the prekindergarten prescriptive teaching program for learning disabled children including inventories and six instructional components: language arts, mathematics, science, health, motor skill development, and social experiences. Components consist of sequenced skills (identified as essential by kindergarten and first grade teachers) and learning packages, each consisting of behavioral objectives, performance criteria for each objective, a pre-post diagnostic test, and instructional experiences. The program also includes a screening test and language and math inventories intended to help the teacher assess each child's functioning at the beginning of the school year. Included in the general curriculum guide are a curriculum description, instructions for testing and record keeping, and various forms such as inventory score sheets, daily lesson plans, and a prekindergarten progress report. Each instructional component is preceded by a listing of skills followed by the complete learning packages.

Examples of skills included are the ability to follow simple directions (social), the ability to walk backwards (motor skills), awareness of germs and their effects (health), the ability to classify objects (science), the ability to discriminate sizes (math), and the ability to label colors (language arts). (DB)

### ABSTRACT 2423

EC 08 2423 ED N. A.
Publ. Date Sp/Su76 7p.
McWhirter, J. Jeffries.
**A Parent Education Group in Learning Disabilities.**
*Devereux Forum*; V11 N1 P39-45 Spr/Sum 76

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Secondary Education; Parent Education;* Program Descriptions;*

Described is a parent education group on learning disabilities intended to provide factual information and emotional support to parents of learning disabled children at a special school. It is explained that the six group sessions focused on the following topics: overview and definitions, laterality and directionality, visual perception difficulties, auditory perception and discrimination problems, perceptual-motor issues, and a summary and review. Feedback from parents is reported to have been very positive. Appended are handout materials used in the program, such as a list of balance beam exercises and a simulation of a perceptual problem. (For related information, see EC 08 2416 through EC 08 2422.) (DB)

### ABSTRACT 2669

EC 08 2669 ED N. A.
Publ. Date Jul 76 4p.
Banville, Tom.
**The Learning Called Psychomotor.**
*American Education*; V12 N6 P23-26 Jul 76

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Education; Junior High Schools; Paraprofessional School Personnel;* Psychomotor Skills;* Prevention; Remedial Instruction;* Program Descriptions;*

Identifiers: Paraprofessional Education;

Discussed is the importance of psychomotor learning in preventing and remediating cognitive learning problems, and given are examples and illustrations from a program in California which utilizes paraprofessionals as psychomotor instructors in the elementary and junior high grades. Initial problems of the program (such as scheduling and communication among aides, teachers, parents) are considered. Inservice programs for the aides which covered such topics as perceptual skills, how to chart individual student progress, and behavior management are noted. Evaluation of the program is reported to have showed that most teachers felt students in the program had improved in coordination, behavior, learning, and self concept. (DB)

### ABSTRACT 2421

EC 08 2421 ED N. A.
Publ. Date Sp/Su76 6p.
McWhirter, J. Jeffries.
Kahn, Sharon E.
**A Parent Communication Group.**
*Devereux Forum*; V11 N1 P30-35 Spr/Sum 76

Descriptors: Exceptional Child Education; Emotionally Disturbed;* Learning Disabilities;* Elementary Secondary Education; Parent Education;* Program Descriptions;* Parent Child Relationship;*

Described is the seven-session parent education program of the Devereux Day School (Scottsdale, Arizona) for emotionally disturbed or learning disabled children. The group is explained to be based on T. Gordon's "Parent Effectiveness Training" with sessions devoted to the following topics: present communication patterns, talking to children, sharing with children, relationship conflict, conflict resolution, parental values, and review. (For related information, see EC 08 2416 through EC 08 2420, EC 08 2422 and EC 08 2423.) (DB)

### ABSTRACT 2419

EC 08 2419 ED N. A.
Publ. Date Sp/Su76 4p.
McWhirter, J. Jeffries.
Golden, Larry.
**Practicum Experiences in Family Group Consultation.**
*Devereux Forum*; V11 N1 P22-25 Spr/Sum 76

Descriptors: Exceptional Child Education; Emotionally Disturbed;* Learning Disabilities;* Counselors; Practicums;* Family Counseling;* Group Therapy;* Special Schools;

Counseling with groups of families is being used to provide practicum experiences for counselors in training at the Devereux Day School (Scottsdale, Arizona) for children with learning disabilities or emotional disorders. The family group method has been particularly effective with families who have a high level of sibling rivalry and generally poor communication. The program allows practicum students to observe and imitate the behavior of more experienced counselors, to function as part of the counseling team, and to experience a large amount of client contact. (For related information, see EC 08 2420.) (DB)

### ABSTRACT 2418

EC 08 2418 ED N. A.
Publ. Date Sp/Su76 5p.
McWhirter, J. Jeffries.
Kincaid, Marylou.
**Family Group Consultation: Adjunct to a Parent Program.**
*Devereux Forum*; V11 N1 P17-21 Spr/Sum 76

Descriptors: Exceptional Child Education; Emotionally Disturbed;* Learning Disabilities;* Family Counseling;* Group Therapy;* Family Problems; Program Descriptions;*

Family group consultation has served as a useful adjunct to a parent program in a private day school for learning disabled and emotionally disturbed children. The family group consultation program consists of 1 1/2 hour sessions held every other week in three phases: meeting of the team of counselors and members of two or more families, meeting with smaller groups crossing families, and meeting of the original large group to share information gained and set goals for family members. Problems most frequently considered are difficulty in family management and cooperation and excessive sibling rivalry. Advantages to the participants are found in the cross family interaction, preventive counseling, and informal feedback. (For related information, see EC 08 2416, EC 08 2417, and EC 08 2419 through EC 08 2423.) (DB)

### ABSTRACT 2417

EC 08 2417 ED N. A.
Publ. Date Sp/Su76 4p.
McWhirter, J. Jeffries.
**Modifications in a Parent Education and Counseling Program.**
*Devereux Forum*; V11 N1 P12-15 Spr/Sum 76

Descriptors: Exceptional Child Education; Learning Disabilities;* Emotionally Disturbed;* Parent Education;* Group Discussion; Special Schools;* Parent Counseling;*

Described are modifications to the parent education and counseling program at the Devereux Day School (Scottsdale, Arizona) for children with learning disabilities and emotional disorders. Differentiated and briefly explained are educational groups (new parent groups), counseling groups, family group consultation, transition groups (for parents of children soon to return to public school), classroom parent groups (for parents of children with similar problems in the same classroom), the mothers' group, the single parents' group, and the married couples' group (for marriage counseling). (For related information see EC 08 2416 and EC 08 2418 through EC 08 2423.) (DB)

### ABSTRACT 2416

EC 08 2416 ED N. A.
Publ. Date Sp/Su 76 7p.
McWhirter, J. Jeffries.
Cabanski, Carolyn.
**Influencing the Child: A Program for Parents.**
*Devereux Forum*; V11 N1 P5-11 Spr/Sum 76

Descriptors: Exceptional Child Education; Learning Disabilities;* Emotionally Disturbed;* Special Schools; Parent Education;* Program Descriptions;*

Described is the parent involvement program at the Devereux Day School (Arizona) for children with emotional disorders or learning disabilities. Explained are the program's four aspects: individual contact; the Parents' Aid Program (involving direct observation by parents in the school); educational groups (stressing intellectual/cognitive understanding of child development learning disabilities, or emotional problems); and counseling groups (which

considered such topics as behavior problems and recurring emotional experiences). It is reported that over 3/4 of the parents were included in some aspect of the parent program. See EC 08 2417 through EC 08 2423 for related information. (DB)

### ABSTRACT 2342

EC 08 2342 ED N. A.
Publ. Date 76 105p.
Bender, Miriam L.
**The Bender-Purdue Reflex Test and Training Manual.**
Academic Therapy Publications, 1539 Fourth Street, San Rafael, CA 94901 ($13.50 Hc, $7.50 Pb)

Descriptors: Exceptional Child Research; Exceptional Child Education; Learning Disabilities;* Perceptual Motor Development;* Testing;* Teaching Methods;* Teaching Guides; Motor Development;

Identifiers: Bender Purdue Reflex Test;* Tonic Neck Reflex;

Described in the test and training manual are the theory and use of the Bender Purdue Reflex Test and an associated developmental training program for learning disabled children. Considered in two chapters on learning as a developmental process are the hierarchy of learning and the reflex substructure of learning. The background of the test of the symmetric tonic neck reflex is provided in four chapters on: problem identification, test development, the experimental study (showing a correlation between tonic neck reflex immaturity and learning disabilities), and educational implications. Two chapters cover the description, administration, scoring, and interpretation of the Bender Purdue Test for Behavioral Signs of Symmetric Tonic Neck Reflex Immaturity. Explained in four chapters is the resisted developmental training program which stimulates maturation of the tonic neck reflex through an individualized program of walking tasks. Appended are statistical tables of the experimental study and sample test forms. (DB)

### ABSTRACT 2205

EC 08 2205 ED N. A.
Publ. Date 76 7p.
Rosenberg, Bernard
Robinault, Isabel P.
**Rehabilitation Evaluation and Prevocational Training for Brain-Injured Youth.**
*DOPHHH Journal*; V2 N2 P14-20 76

Descriptors: Exceptional Child Education; Learning Disabilities; Minimally Brain Injured; Neurologically Handicapped;* Secondary Education;* Program Descriptions;* Interdisciplinary Approach; Prevocational Education;* Rehabilitation;

Described is the project for brain injured high school students developed by the New York City Board of Education and the Institute for the Crippled and Disabled. Information is provided on the following program aspects: theory, student characteristics, interdisciplinary approach, academic studies (including courses in language arts, social studies, and science-health and individual mathematics instruction), social work services, psychological services, speech and language services, physical therapy, occupational therapy, and vocational rehabilitation services (including a vocational development unit and an industrial workshop). (CL)

### ABSTRACT 1937

EC 08 1937 ED N. A.
Publ. Date May 76 7p.
Bell, G. Ross.
**Of Dropouts and Pushouts.**
*National Association of Secondary School Principals Bulletin (NASSP)*; V60 N400 P48-54 May 76

Descriptors: Exceptional Child Education; Learning Disabilities;* Delinquency;* Prevention;* Community Role; Juvenile Courts;* Educational Needs;* Dropouts;

A family court judge notes the relationship between academic failure and juvenile crime and urges parents, schools, social agencies, and the courts to cooperate in a team effort to prevent delinquency. Studies are quoted showing that most prison inmates have poor school histories and that there is a high incidence of learning diabilities among juvenile delinquents. Appropriate academic and vocational programs, social work services in the schools, and clarification of the court-school relationship are recommended. (DB)

### ABSTRACT 1929

EC 08 1929 ED N. A.
Publ. Date Spr 76 5p.
Mossman, Maja.
**Movement: The Joyous Language. Dance Therapy for Children.**
*Children's House*; V8 N5 P11-15 Spr 76

Descriptors: Exceptional Child Education; Handicapped Children;* Emotionally Disturbed;* Learning Disabilities;* Physically Handicapped;* Dance;* Therapy;* Creative Expression; Therapists;

Dance therapy has been found to further emotional and physical integration in emotionally disturbed, learning disabled, and physically handicapped children. The therapist determines the child's feelings about himself through Effort-Shape Movement Analysis, a method of objectively recording movement patterns; and provides an individual movement program which is either inner directed (often called mirroring), outer directed (drawn more from the therapist's dance background than from the child's movements), or sometimes both. Aspects of dance therapy include pantomime, forms of dramatic art, fantasy, and relaxation techniques. (SB)

### ABSTRACT 1860

EC 08 1860 ED N. A.
Publ. Date Apr 76 8p.
Minskoff, Esther H.
Minskoff, J. Gerald
**A Unified Program of Remedial and Compensatory Teaching for Children with Process Learning Disabilities.**
*Journal of Learning Disabilities*; V9 N4 P215-222 Apr 1976

Descriptors: Learning Disabilities;* Remedial Instruction;* Compensatory Education;* Psychological Evaluation;* Task Analysis;* Exceptional Child Education; Elementary Secondary Education; Program Development; Learning Modalities;

A unified program of remedial and compensatory teaching is advocated for children with process learning disabilities. Background literature and related research on these two forms of teaching are presented. There is a description of the common foundation of remedial and compensatory teaching in terms of child analysis, task analysis, and the integration of child and task analysis. Remedial and compensatory teaching are differentiated on the basis of instructional goals, roles of disability and ability areas, instructional content, and age factors. Implications of such a unified program are discussed in relation to the roles of general and special education as are administrative considerations. (Author)

### ABSTRACT 1859

EC 08 1859 ED N. A.
Publ. Date Apr 76 5p.
Dunlap, William P.
House, Alison D.
**Why Can't Johnny Compute?**
*Journal of Learning Disabilities*; V9 N4 P210-214 Apr 1976

Descriptors: Learning Disabilities;* Mathematics;* Task Analysis;* Behavioral Objectives;* Educational Methods;* Exceptional Child Education; Elementary Secondary Education; Diagnostic Tests; Remedial Instruction;

For the purpose of developing a diagnostic and prescriptive program for children with learning problems in mathematics, task analysis is employed to develop a hierarchy of skills which identifies a terminal task and prerequisite skills. Behavioral objectives are used to delineate each skill. A diagnostic test is then constructed to measure a child's knowledge of each skill on three levels--enactive, iconic, and symbolic. Testing begins with the lowest skill in the hierarchy and methodically progresses upward, one skill at a time, so that specific problematic skills may be identified. Instead of attempting to determine which is best--"modern" or "traditional" mathematics--principles from both generations of mathematics are incorporated into a prescriptive program based on the child's performance on the diagnostic test. The corrective program includes instructional activities on the three levels of representation. (Author/DB)

### ABSTRACT 1858

EC 08 1858 ED N. A.
Publ. Date Apr 76 9p.
Brown, Virginia L., Ed.
**Programs, Materials and Techniques.**
*Journal of Learning Disabilities*; V9 N4 P201-209 Apr 1976

Descriptors: Learning Disabilities;* In-

structional Materials;* Diagnostic Tests;* Structural Analysis;* Phonics;* Exceptional Child Education; Elementary Secondary Education; Evaluation; Reading Skills;

Identifiers: Sipay Word Analysis Tests;*

Reviewed in depth are the Sipay Word Analysis Tests (SWAT), and briefly noted are several other programs, techniques, or materials of potential value to learning disability personnel. SWAT is described as an individually administered criterion referenced series of phonic related tests designed to diagnose word analysis problems, assess learner progress after teaching, and evaluate the effectiveness of a word analysis instructional program. It is concluded that, despite the difficulty of measuring isolated reading skills, SWAT is an above average set of procedures. Briefly examined are the Peabody Articulation Decks (for speech and language improvement), "Planning Curriculum Development" (a guide for curriculum organization); "Teaching Interpersonal Social Skills" (a notebook of group problem-solving activities and individual behavior control techniques); "The Big- New-Mother Mind-Boggling Behavior Expander" (an innovative guide to behavior modification principles); and *The Whole Kids Catalog for Adventure Seekers* (a catalog of activities and resources.) (DB)

**ABSTRACT 1800**

EC 08 1800 ED N. A.
Publ. Date 75 327p.
Cratty, Bryant J.
**Remedial Motor Activity for Children.**

Lea and Febiger, 600 S. Washington Square, Philadelphia, PA 19106 ($13.50)

Descriptors: Exceptional Child Education; Learning Disabilities;* Hyperactivity; Neurologically Handicapped; Perceptually Handicapped; Adapted Physical Education;* Remedial Instruction; Remedial Programs; Physical Development;

The text focuses on the assessment and remediation of movement behavior problems in children. Covered in Part I are the relationship between motor function and other components of personality, an outline of the maturation of human abilities, current theories about movement (such as perceptual motor theories), and the author's model for improvement of action patterns. Part II consists of an overview of neurological evaluation, descriptions of instruments to assess areas such as infant development and motor abilities, a survey of qualitative aspects of movement (such as in development of manipulative behaviors and sports skills), and an examination of body awareness and perceptual deficits. Remedial strategies are concentrated on in Part III which includes chapters on the following topics: program development, principles, and guidelines; facilities and equipment; improving basic physical abilities (such as balance); improving sports and recreational skills; printing and writing; and evaluating and remediating hyperactivity. In a final section the author reviews "difficult" issues (such as motivation), and suggests areas of needed research. Appended are a balance and a locomotor agility test. (LS)

**ABSTRACT 1688**

EC 08 1688 ED N. A.
Publ. Date 75 18p.
Yarborough, Ralph
Wiletta, Silva.
**Legislation.**
Houghton Mifflin Company, 1 Beacon St., Boston, MA 02108 ($8.50)
Chapter Ten in Samuel A. Kirk and Jeanne McRae McCarthy, Eds., *Learning Disabilities: Selected ACLD Papers.*

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Secondary Education; Conference Reports; Federal Aid;* Federal Legislation;* National Programs;*

Presented are two papers on legislation in relation to learning disabilities which constitute Chapter 10 of *Learning Disabilities--Selected ACLD Papers* (EC 08 1678). The first paper, by Senator Ralph Yarborough, presents the history of congressional support for handicapped children and a description of the Learning Disabilities Act sponsored by the author. In the second paper, Willeta Silva and Frederick Weintraub discuss legislation and the implementation of programs for children with learning disabilities at a time when federal legislation for learning disabled children was just beginning. (For other papers in the collection, see EC 08 1678-EC 08 1687.) (DB)

**ABSTRACT 1686**

EC 08 1686 ED N. A.
Publ. Date 75 17p.
Bell, D. Bruce.
Brutten, Milton.
**Adolescence.**
Houghton Mifflin Company, 1 Beacon St., Boston, MA 02108 ($8.50)
Chapter Eight in Samuel A. Kirk and Jeanne McRae McCarthy, Eds., *Learning Disabilities: Selected ACLD Papers.*

Descriptors: Exceptional Child Education; Learning Disabilities;* Minimally Brain Injured; Secondary Education; Adolescents; Conference Reports; Psychological Characteristics;* Racial Factors; Vocational Education;* Program Descriptions;* Simulation;

Presented are two papers on learning disabilities in adolescence which constitute Chapter 8 of *Learning Disabilities--Selected ACLD Papers* (EC 08 1678). The paper entitled "Personality and Reading Retardation in Junior High School Students" by D. Bruce Bell et al. provides data on reading adequacy as related to race and personality dimensions which shows that retarded readers are typically venturesome and undisciplined regardless of race, and need both emotional support and academic remediation. Milton Brutten, in "Vocational Education for the Brain Injured Adolescent and Young Adult at the Vanguard School" describes a vocational education program that applies the concept of programed experiences in a simulation laboratory. (For other papers in the collection, see EC 08 1678-EC 08 1685, EC 08 1687, and EC 08 1688.) (DB)

**ABSTRACT 1681**

EC 08 1681 ED N. A.
Publ. Date 75 58p.
Gallagher, James J.; Conners, C. Keith.
Strother, C. R.; Seymour, Lowell A.; Cruickshank, William M.
**Significant Issues.**
Houghton Mifflin Company, 1 Beacon St., Boston, MA 02108 ($8.50)
Chapter Three in Samuel A. Kirk and Jeanne McRae McCarthy, Eds, *Learning Disabilities: Selected ACLD Papers.*

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Secondary Education; Educational Trends;* Conference Reports; Federal Programs;* Systems Analysis; Theories;* Models; Psychological Evaluation;* Perception; Program Evaluation;* Performance Contracts; Education;* Accountability;* Teacher Education;

Presented are five papers on significant issues in learning disabilities (LD) which constitute Chapter 3 of *Learning Disabilities: Selected ACLD Papers* (EC 08 1678). James Gallagher, in a paper entitled "Unthinkable Thoughts" outlines the program of the Bureau of Education for the Handicapped and raises questions regarding curriculum reform, the role of the clinical professor in training programs, information processing dysfunctions, prevalence, prevention, remediation, and priorities for federal support. Keith Connors, in "Information Processing in Children with Learning Disabilities and Brain Damage--Some Experimental Approaches," considers information processing in terms of systems analysis and experimentation and examines issues of cognitive theory vs. behavioral theory. Discussed in "Psychological Aspects of Learning Disabilities," by Charles Strothers, are various psychological models; pointed out are dangers in inferring brain injury from psychological analyses and the need for identification of homogeneous subgroups within LD; and presented are his views on the relationship between perceptual functions and learning. Lowell Seymour and Barton Proger consider "Formal Evaluation of the Effectiveness of Performance Contracting Programs for Learning Disabilities" and offer guidelines for examining program evaluation models. Discussed in "Learning Disabilities--A Charter for Excellence" by William Cruickshank are inadequacies of training programs for LD teachers, and proposed is a national training center for professors and inservice training programs. (For other papers in the collection, see EC 08 1678-EC 08 1680 and EC 08 1682-EC 08 1688.) (DB)

**ABSTRACT 1573**

EC 08 1573 ED N. A.
Publ. Date 76 246p.
Gearhart, Bill R.
**Teaching the Learning Disabled: A Combined Task-Process Approach.**
C. V. Mosby Co., 3301 Washington Blvd., St. Louis, MO 63103 ($10.50)

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Secondary Education; Textbooks; Academic Achievement; Program Planning;* Learning Processes;* Testing;*

Reading;* Mathematics;* Hyperactivity; Motivation;* Behavior Change; Delivery Systems;* Trend Analysis;*

Stressed in the textbook on learning disabilities are methods and approaches appropriate for disabilities that cause significant problems in reading, arithmetic, and other academic skill areas. Chapters focus on the following topics: the nature of learning disabilities; principles in planning and programing, how children learn (with emphasis on R. Gagne's conditions of learning); assessment in program planning, tests and assessment; teaching reading to the learning disabled (including both general approaches and approaches for the learning disabled); teaching arithmetic and mathematics to the learning disabled; nonverbal disorders (such as hyperactivity); motivational techniques and positive reinforcement (with emphasis on behavioral techniques); alternatives for delivering services to children (such as resource room, itinerant teacher, open classroom, and model programs); and current issues and directions, including results of medical research and use of diagnostic treatment centers. Appended are a pupil behavior rating scale; sources of materials, equipment, and books; information on the Pitt County resource room program; and a listing of reading evaluation tools and materials. (DB)

### ABSTRACT 1451

EC 08 1451 ED 117 927
Publ. Date 12p.
Dolly, John P.
Pittman, Bettie R.
**Behaviorally Oriented Programs for Learning Disabled Children.**
EDRS mf;hc

Descriptors: Learning Disabilities*; Behavior Change*; Educational Accountability*; Educational Methods*; Exceptional Child Research; Elementary Secondary Education; Behavior; Operant Conditioning; Individualized Instruction; Educational Trends; Research Reviews (Publications);

Considered in the paper are the contributions of behaviorally-and accountability-based instruction and therapy approaches to the education of learning disabled students. Pointed out in a section on individualized instruction are advantages (such as shared knowledge of learning goals and ease of evaluation) as well as disadvantages (including neglect of the students affective behavior and undue stress on overt behavior). An honest and open relationship in behavior modification programs between the modifier and those involved in the behavior change process is encouraged. Shortcomings of the traditional "medical model" approach are reviewed, and the implications of such recent trends as B. Bloom's Mastery Learning model and the attention research of D. Zeaman and B. House are discussed. (CL)

### ABSTRACT 1450

EC 08 1450 ED 119400
Publ. Date Jul 75 66p.
Rowland, Thomas D.
Calkin, Abigail B.
**Oregon Model Center Learning Disabilities: Final Report on Products and Activities, 1973- 1975.**
Oregon College of Education, Monmouth
EDRS mf;hc

Descriptors: Learning Disabilities*; Educational Diagnosis*; Program Evaluation*; Diagnostic Teaching*; Exceptional Child Education; Student Evaluation; Program Effectiveness; Followup Studies; Teaching Methods; Program Development;

Identifiers: Final Reports; Oregon Model Center;

Presented are evaluations of eight 1973-75 objectives of the Oregon Model Center for children with learning disabilities. It is explained that the Center was developed to facilitate expansion of the Educational Evaluation Center, a diagnostic-prescriptive center at Oregon College of Education. Among objectives evaluated are: studying the process of the Education Evaluation Center to develop more efficient and effective methods of diagnosing and prescribing for learning disabled children; developing mini-demonstrations of methods and materials to be delivered with the prescription for the child; and developing a training program for administrators of diagnostic-prescriptive centers. Included is information such as suggestions from advisory councils regarding changes in the diagnostic-prescriptive process; results of followup studies in which teachers and parents were surveyed; descriptions of materials produced for parents and teachers, contents of a diagnostic-prescriptive manual; and evaluations of the three pilot centers established. Appendixes include parent and teacher followup forms and the diagnostic-prescriptive service program report from a local school district. (LS)

### ABSTRACT 1441

EC 08 1441 ED N. A.
Publ. Date Win 76 4p.
Thielke, Rosemary.
**Question: How Do You Reach a Special Child? Answer: A One-of-a-Kind School, St. Francis Children's Activity and Achievement Center.**
*Children's House*; V8 N4 P6-9 Win 76

Descriptors: Exceptional Child Education; Learning Disabilities*; Handicapped Children; Infancy; Early Childhood Education; Elementary Education; Program Descriptions*; Innovation; Educational Facilities*; Special Schools;

Identifiers: Developmental Disabilities;

St. Francis Children's Activity and Achievement Center in Milwaukee provides instruction to 111 learning and developmentally disabled children (birth-8 years old) through the use of innovative materials and facility design, and extensive use of volunteers and student trainees. (CL)

### ABSTRACT 1439

EC 08 1439 ED N. A.
Publ. Date Mar 76 5p.
**A Stitch in Time.**
*Early Years*; V6 N7 P46-50 Mar 76

Descriptors: Exceptional Child Education; Learning Disabilities*; Primary Education; Reading Difficulty*; Prevention*; Identification; Diagnostic Teaching*; Reading Diagnosis; Reading*; Program Descriptions;

The Early Childhood Preventive Curriculum, a federally funded project in the Dade County, Florida school system, provides a diagnostic prescriptive approach to educating high-risk first grade children with reading difficulties. Once in the program, the child is further evaluated in the prereading perceptual areas of visual perception, auditory perception, visual-auditory sequencing and memory, and perceptual motor skills. A three-unit code is used to identify the child's prereading problems and the appropriate preventive games, activities, worksheets, and manipulative devices. (CL)

### ABSTRACT 1301

EC 08 1301 ED N. A.
Publ. Date Feb 76 5p.
Schaer, Hildegard F.
Crump, W. Donald.
**Teacher Involvement and Early Identification of Children with Learning Disabilities.**
*Journal of Learning Disabilities*; V9 N2 P91-95 Feb 1976

Descriptors: Learning Disabilities*; Identification*; Intervention*; Teacher Role*; Program Effectiveness*; Exceptional Child Research; Preschool Education; Primary Grades;

Reviewed are programs and research on the value of early identification and intervention with learning disabled children. Evaluation results of early identification programs are seen to indicate inconclusive results and to suffer from the frequent lack of an evaluation component. It is recommended that expensive programs be avoided in favor of recognizing the importance of the teacher in early identification and diagnosis, daily evaluation, and remediation. (DB)

### ABSTRACT 1222

EC 08 1222 ED N. A.
Publ. Date 74 125p.
Barsch, Ray.
**Each to a Different Drummer.**
Ray Barsch Center for Learning, 22120 Burton St., Canoga Park, CA 91304 ($7.00)

Descriptors: Exceptional Child Education; General Education*; Learning Disabilities*; Elementary Secondary Education; Teaching Guides; Time*; Time Factors (Learning)*; Attention Span; Teaching Methods*; Individual Differences; Class Activities*; Perceptual Motor Coordination*; Reading*; Mathematics*; Handwriting*; Art;

Identifiers: Metronome; Pacing Method*;

Presented are the author's theory about individual differences in time perception in the learning situation and suggested activities to improve time function in disabled learners. Explained is the pacing concept which uses the metronome to pace actions. Maxims of the pacing

method are identified and include the single objective of establishing, developing, and enriching the temporal consciousness of the learner. The pacing program is explained to employ two rate patterns: a fixed rate and an acceleration within task rate. Five hundred activities are suggested for developing proprioceptive time perception. Individual chapters are given on the use of the pacing program and metronome to improve reading, mathematics, and handwriting/drawing. A final chapter focuses on the teacher's personal time tempo and implementation of the pacing program. (DB)

### ABSTRACT 976

EC 08 0976 ED N. A.
Publ. Date Jan 76 5p.
McWhirter, J. Jeffries.
**A Parent Education Group in Learning Disabilities.**
*Journal of Learning Disabilities*; V9 N1 P16-20 Jan 1976

Descriptors: Learning Disabilities*; Parent Education*; Groups*; Program Descriptions*; Curriculum*; Exceptional Child Education; Elementary Secondary Education;

A parent education group focuses on the learning disabled child and provides parents with a survey of specific learning disabilities (LD). Factual information and emotional support are provided in a series of six to eight group sessions. The content areas include LD definitions, laterality and directionality, visual perceptual difficulties, auditory perception problems, and perceptual motor issues. In addition to the cognitive input, parents are involved in experiential activities designed to help them experience the world of the learning disabled. Time is provided for open ended discussion of specific problems. Feedback from parents indicates a very positive response. (Author)

### ABSTRACT 974

EC 08 0974 ED N. A.
Publ. Date Jan 76 10p.
Brown, Virginia, Ed.
**Programs, Materials and Techniques: Map Reading.**
*Journal of Learning Disabilities*; V9 N1 P1-10 Jan 1976

Descriptors: Learning Disabilities*; Maps*; Mathematics*; Administration*; Instructional Materials*; Exceptional Child Education; Elementary Secondary Education; Guidelines; Checklists; Program Planning;

Reviewed in relation to learning disabled children are the Actionmap program, designed to teach map reading and related skills; Mathmates, a drill material suitable in peer tutoring situations; and a worksheet serving as a multipurpose guide to the organization and management of the learning disabilities program. The Actionmap program is seen to offer advantages of both structure and flexibility for the LD teacher while Mathmates is seen to have advantages such as socialization, active practice, and immediate knowledge of results. The worksheet is included and is intended to stimulate program planning and evaluation on the topics of physical environment, curriculum, time, students, personnel, planning and monitoring, reporting, materials, and public relations. (DB)

### ABSTRACT 961

EC 08 0961 ED 116437
Publ. Date Nov 75 21p.
Kester, Donald I.
Lotz, Patricia.
**Are We Helping Our Educationally Handicapped Students?**
Los Angeles County Superintendent of Schools, California.
Claremont Unified School District, California.
EDRS mf;hc
Paper presented at the 1975 California Educational Research Association Conference (San Diego, November, 1975)

Descriptors: Educationally Disadvantaged*; Learning Disabilities*; Program Evaluation*; Program Effectiveness*; Exceptional Child Research; Elementary Education; Public Schools; Day Schools; Educational Objectives;

Presented are procedures and selected results from an evaluation and audit of the Special Day Program for elementary level educationally handicapped students in a California school district. It is explained that the purpose of the three special day classes was to provide an intensive remedial program for students with severe learning disabilities. Described are three alternative program evaluation services, the reasons for selection of an educational program audit approach, and the seven stages in the audit process. Provided for selected program objectives are examples of interim and final evaluation and audit report statements. Among findings reported are that individual instructional activities were prescribed for each student in the program and that objectives were met regarding student gains on the Metropolitan Achievement Test and the Gilmore Oral Reading Test. Suggested references for an educational program evaluation and audit are listed. Appendixes include a social adequacy scale and examples of objectives from the audit plan. (LS)

### ABSTRACT 916

EC 08 0916 ED 117862
Publ. Date 74 150p.
Young, Margaret G.
**Developmental Program for Training of the Preschool Child.**
South Carolina State Dept. of Mental Retardation, Ladson.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf;hc

Descriptors: Learning Disabilities*; Curriculum Guides*; Individual Activities*; Evaluation Criteria*; Exceptional Child Education; Early Childhood Education; Preschool Education; Sensory Training; Problem Solving; Motor Development; Perceptual Motor Coordination; Cognitive Development; Interpersonal Competence; Self Care Skills; Identifiers: Music Therapy;

Presented is a developmental curriculum for training potentially learning disabled preschool children. Part I includes introductory information such as a rationale for the program and suggestions for the parent-teacher. Provided are guidelines for eight curriculum areas: attention; sensory stimulation, reception, and response; adaptive behaviors (problem solving); gross motor skills; fine motor skills; perceptual motor skills; coceptual skills; and social skills development (including manners and self help skills). Guidelines usually include the major focus, lesson objectives, developmental steps, developmental learning experiences, necessary equipment, and suggestions for additional activities. Activity resources and catalogues of appropriate materials are listed. Described in Part II are 102 activities (many of which were adapted from a music therapy curriculum) grouped by appropriate curriculum areas. Accompanying the curriculum is a Skills Achievement Profile designed as a sequential, behavior oriented evaluation of the child's existing skills, and as a guide for development of an intervention program. (LS)

### ABSTRACT 854

EC 08 0854 ED 116417
Publ. Date 75 331p.
Bechtel, Leland P.
**The Detection and Remediation of Learning Disabilities.**
Androscoggin County Task Force on Social Welfare, Inc., Lewiston, Maine.
Office of Child Development (DHEW), Washington, D. C.
EDRS mf;hc
Final Report, Child Welfare Research and Demonstration Project.

Descriptors: Learning Disabilities*; Prevention*; Program Descriptions*; Remedial Instruction*; Identification*; Exceptional Child Education; Dyslexia; Early Childhood Education; Elementary Education; Summer Programs; Program Evaluation; Perceptual Development;

Reported are the final 2 years of a program which provided identification and remediation services for 80 potentially dyslexic preschool children and 45 dyslexic elementary grade children. Described for the preschool program are materials and evaluative devices and methods of remediation which stressed development of perceptual motor skills, applied skills, gross motor skills, and free play. Detailed are findings showing that the experimental group made 44 positive gains (out of 50 possible test scores) over the control group, 27 of which were significant (especially in such areas as the Wechsler full scale IQ, letter discrimination, word discrimination, copying, and figure ground perception). It is explained that methods of remediation in the 6-week program for elementary grade dyslexic students included daily instruction in reading, perceptual motor skills, gross motor skills, English composition, and mathematics, as well as weekly field trips. Reported are conclusions showing that experimental students

gained significantly over control students in such areas as figure ground perception, arithmetic computation, reading accuracy, and visual tracking. An additional section provides subjective observations and interpretations on such program aspects as teacher qualities, pupil attitudes, test anxiety and overloading, self esteem, professional and public awareness, and problems such as failure to mainstream pupils properly. (DB)

### ABSTRACT 691

EC 08 0691 ED 116371
Publ. Date 75 22p.
Trupin, Eric W.
And Others
**Parents Do More When They Know More: An Intervention Model.**
EDRS mf;hc

Descriptors: Behavior Problems*; Learning Disabilities*; Student Evaluation*; Parent Education*; Intervention*; Exceptional Child Research; Emotionally Disturbed; Elementary Education; Neurology; Psychology; Remedial Programs; Behavior Change; Operant Conditioning; Models;

Identifiers: Neuropsychology;

Seventy-five children (mean age 7.3 years) were referred for evaluation of learning or behavioral deficits. Each child was administered the Reitan Indiana Neuropsychological Test Battery or the Halstead Neuropsychological Test Battery for Children, depending upon age. Intellectual, academic, developmental, and social assessments were performed. Parents of the children were provided training in curricula and strategies designed to intervene and remediate in areas of assessed disabilities. The parents were taught behavior management principles and kept records as to their participation. Home visits by the investigators were made on a regular basis. Children were reevaluated on all instruments at the end of a 12-month period. Data derived from this study will provide information as to the effect of intervention programs on neuropsychological functioning. (Author)

### ABSTRACT 667

EC 08 0667 ED N. A.
Publ. Date Dec 75 9p.
Gottesman, Ruth
And Others
**Admission and Follow-up Status of Reading Disabled Children Referred to a Medical Clinic.**
*Journal of Learning Disabilities*; V8 N10 P642-650 Dec 1975

Descriptors: Learning Disabilities*; Followup Studies*; Program Effectiveness*; Intervention*; Medical Evaluation*; Exceptional Child Research; Neurologically Handicapped; Emotionally Disturbed; Dyslexia; Elementary Secondary Education; Reading Ability;

Identifiers: Developmental Disabilities*;

Fifty-eight reading disabled children (7-15 years old) referred to a medical clinic for developmentally disabled children were examined on admission and after 3 to 5 years of special educational intervention. As a group, the children showed minimal gains in reading, remaining among the poorest readers for age. However, one-third of the children (mainly the older ones) made sufficient progress which, while slowly achieved, resulted in a minimal degree of functional reading. A high proportion of the children were diagnosed as having neurologic and/or psychiatric disorders which were unrelated to the level of reading failure found within the group. The findings suggested that such children are not representative of the general population of poor readers in the community and that throughout their schooling they require special educational methods, other than reading, for the acquisition of subject matter. (Author)

### ABSTRACT 664

EC 08 0664 ED N. A.
Publ. Date Dec 75 11p.
Senf, Gerald M.
And Others
**State Initiative in Learning Disabilities: Illinois' Project SCREEN. Report IV: Service Materials and Content Monographs.**
*Journal of Learning Disabilities*; V8 N10 P613-623 Dec 1975

Descriptors: Learning Disabilities*; State Programs*; Publications*; Administration*; Exceptional Child Education; Intervention; Delivery Systems; Testing; Language Development; Mathematics;

Identifiers: Illinois*; Project SCREEN*;

Described in the final of a four-part series on Project SCREEN, a statewide learning disability program in Illinois, are a series of resource documents produced by the project. The monograph, "Strategies of Intervention for the Learning Disabled" by J. Lee Wiederholt is explained to be an analysis of administrative arrangements commonly employed by schools in providing service to the learning disabled. In the monograph, Wiederholt makes recommendations regarding delivery of services, teacher preparation, and research needs. Also described are service monographs including a literature search, a report on source materials, and three detailed test files containing instruments for assessing math, reading, language ability, potential for developing learning disabilities, and parent input. Briefly described are two theoretical monographs: "Linguistic Maturity and Language Development in Elementary School Aged Children" and "The Quiet Revolution in Mathematics." (For related documents, see EC 08 0362, 08 0310, and 07 3636.) (DB)

### ABSTRACT 663

EC 08 0663 ED N. A.
Publ. Date Dec 75 7p.
Brown, Virginia, Ed
**Programs, Materials and Techniques: Reading Miscue Analysis.**
*Journal of Learning Disabilities*; V8 N10 P605-611 Dec 1975

Descriptors: Learning Disabilities*; Reading Tests*; Evaluation*; Parent Education*; Inservice Teacher Education*; Exceptional Child Education; Testing; Language Development;

Identifiers: Colorado (Grand Junction);

Reviewed in relation to the learning disabled are the Goodman and Burke Reading Miscue Inventory (RMI), a booklet entitled "Natural Language--A Clinician-Guided Program for Parents of Language-Delayed Children," and an inservice program in Grand Junction, Colorado. The RMI is seen to depart from traditional reading assessment in analyzing the context of a departure from the expected response of the text and determining the relationship of that departure to the language and concept repertoire of the reader. The RMI is compared to the Durrell Analysis of Reading Difficulty. Considered are the RMI's implications for the role of the teacher in reading instruction and "good" and "bad" reading behaviors. The review of the booklet describes it as presenting a professional approach to bridging the gap between clinical work and the functional use of language in the natural environment. The Colorado inservice program for regular and special education personnel is commended for providing replication and validation information. (DB)

### ABSTRACT 609

EC 08 0609 ED N. A.
Publ. Date Sep 75 4p.
Culyer, Richard C.
**Skinny Books for Reading.**
*Language Arts*; V52 N6 P793-796 Sep 75

Descriptors: Exceptional Child Education; Learning Disabilities*; Reading Difficulty*; Childrens Books*; Program Description*; Class Activities*; Speech Skills; Nonverbal Communication; Reading Skills; Teaching Methods;

Outlined are ten steps toward establishing a Skinny Book program (using books with 30 or fewer pages) for encouraging reading in slow learners and reluctant readers at all grade levels. It is noted that Skinny Book activities can aid in the development of areas such as intonation and nonverbal expression, careful and correct handling of books, and left-to-right and top-to- bottom sequences. (SB)

### ABSTRACT 584

EC 08 0584 ED 115 052
Publ. Date 74 46p.
**Early Prevention of School Failure: Illinois Title III ESEA Project.**
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
Illinois State Office of the Superintendent of Public Instruction, Springfield.
EDRS mf;hc

Descriptors: Learning Disabilities*; Preschool Education*; Identification*; Program Descriptions*; Exceptional Child Education; Kindergarten; Screening Tests; Program Effectiveness; Prevention;

Identifiers: Early Prevention of School Failure Project;

Described in three documents is the Ear-

ly Prevention of School Failure Project which is designed to identify and provide programs for preschool learning disabled children. Screening tests are said to include evaluations of visual motor integration, speech, language and motor development. Considered in the pamphlet are services provided in Model Learning Disability Kindergartens for children with severe learning problems, and therapy and teacher consultation services for children with milder difficulties. It is explained that validation results indicate growth exceeding project objectives in receptive language, visual motor, and psycholinguistic development. Provided in accompanying documents are information regarding replication of the project in local schools, and an annual report to the President and Congress which touches on program implementation costs. (CL)

**ABSTRACT 578**

EC 08 0578 ED N. A.
Publ. Date 75 364p.
Kaczkowski, Henry.
Patterson, C. H.
**Counseling and Psychology in Elementary Schools.**
Charles C Thomas, 301 East Lawrence Ave., Springfield, IL 62717 ($22.50)

Descriptors: Exceptional Child Education; Emotionally Disturbed*; Learning Disabilities*; Elementary Education*; Psychology*; Counseling*; Emotional Development*; Counselor Role*; Textbooks; Staff Role; School Role; Community Role; Group Therapy; Play Therapy; Remedial Programs; Parent School Relationship; Research Reviews (Publications); Classroom Environment;

In contrast to the usual counselor textbook which discusses a series of services, the book is said to offer a systematic, integrated approach to counseling and psychology in the elementary school and to emphasize the counselor's role as facilitator of rather than guide to human development. Part I provides an introduction with five chapters on the development of elementary school counseling, models for elementary school counseling, the counselor as the facilitator of personal development, the classroom teacher as a facilitator, and the integration of the entire school staff in pupil personnel work. Included in Part II are three chapters with discussions of individual counseling and play therapy, group therapy, and remedial programs for the learning disabled student. In Part III, on the roles of the counselor, the school, and the community in facilitating the child's personal development, six chapters are presented focusing on the following topics: consulting and counseling with teachers and administrators, the social environment and the school, the counselor and the curriculum, psychological education in the elementary school, working with parents, and research and evaluation in counseling and student personnel work. Each chapter ends with a brief summary and a list of suggested readings. (SB)

**ABSTRACT 565**

EC 08 0565 ED N. A.
Publ. Date Nov 75 5p.
Newcomer, Phyllis.
And Others.
**A Response ("Research on Psycholinguistic Training: Critique and Guidelines").**
*Exceptional Children*; V42 N3 P144-148 Nov 1975

Descriptors: Learning Disabilities*; Research Methodology*; Program Effectiveness*; Psycholinguistics*; Language Development*; Exceptional Child Research; Elementary Secondary Education; Research Reviews (Publications);

Answered is Esther Minskoff's critique of a review by D. Hammill and S. Larsen which concluded that the effectiveness of psycholinguistic training with learning disabled children has not been demonstrated. The use of other than learning disabled Ss in some of the reviewed studies is justified on the basis that most programs (including Minskoff's) do not restrict their application to LD children. It is suggested that the removal of methodological inadequacies in the research would have led to even bleaker results regarding the merits of psycholinguistic training. Questioned is the validity of the theoretical model of psycholinguistics which underlies the Illinois Test of Psycholinguistic Abilities. The authors concur with Minskoff's guidelines for effective remediation. Reported is a study with 63 high risk first grade children which also failed to support the efficacy of psycholinguistic training using the Minskoff program. (For the original Hammill/Larsen article, see EC 06 2520; for the Minskoff critique, see EC 08 0564.) (DB)

**ABSTRACT 564**

EC 08 0564 ED N. A.
Publ. Date Nov 75 9p.
Minskoff, Esther H.
**Research on Psycholinguistic Training: Critique and Guidelines.**
*Exceptional Children*; V42 N3 P136-144 Nov 1975

Descriptors: Learning Disabilities*; Research Methodology*; Program Effectiveness*; Psycholinguistics*; Language Development*; Exceptional Child Research; Elementary Secondary Education; Research Reviews (Publications);

Critiqued is a review by D. Hammill and S. Larsen which concluded that the effectiveness of psycholinguistic training with learning disabled children has not been demonstrated, and offered is a delineation of the variables which the author believes must be described and controlled in all efficacy studies. Both review and guidelines are presented in terms of nature of the subjects, nature of the treatment, and experimental design. The main criticism of Hammill's and Larsen's review is that Hammill and Larsen compared 39 studies which differed markedly or were inadequate for subjects, treatment, and design. The author's guidelines include using only learning disabled Ss, 15 treatment criteria (such as directing remediation at the specific psycholinguistic disabilities), and sound experimental design (whether group or individual). (For the Hammill/Larsen article, see EC 06 2520.) (DB)

**ABSTRACT 459**

EC 08 0459 ED 115 030
Publ. Date Jan 75 184p.
**The Resource Room: An Access to Excellence. A Comprehensive Manual for Program Development and Implementation.**
South Carolina Region 5 Educational Services Center, Lancaster.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
S. C. Region V Educational Services Center, 102 East Arch St., Lancaster, SC 29720 ($5.00)

Descriptors: Learning Disabilities*; Resource Centers*; Resource Teachers*; Program Development*; Guidelines*; Exceptional Child Education; Elementary Secondary Education; Teacher Education; Teaching Methods; Instructional Materials; Identification; Referral; Records (Forms); Student Evaluation; Parent Role; Behavior Change; Volunteers;

The manual provides guidelines for development and implementation of a resource room for learning disabled (LD) students. Topics covered include roles of district office personnel; professional preparation of the resource and regular classroom teacher; referral and screening procedures (including placement committee responsibilities); resource room organization and curriculum (including record keeping); reporting student progress; use of volunteers; parents of the LD student (including suggestions for organizing parent groups and a parents' reading list); behavior control techniques (such as behavior modification, contingency contracting, and drugs); and evaluating the resource unit. The title, description, instructional level, and publisher are listed for over 70 instructional materials in the following areas: equipment, language arts, reading comprehension, mathematics, visual perception, auditory perception, and eye-hand coordination. A major section of the document consists of recommended techniques for remediation of visual discrimination, visual-motor coordination, auditory discrimination, language, sight vocabulary, phonetics, word attack skills, oral reading, spelling, handwriting and related motor skills, math, and coping skills. Appendixes include a list of audiovisual materials for teachers, forms for referral, and for the principal's evaluation of a resource unit. (LS)

**ABSTRACT 362**

EC 08 0362 ED N. A.
Publ. Date Nov 75 10p.
Senf, Gerald M.
Grossman, Ronald P.
**State Initiative in Learning Disabilities: Illinois' Project SCREEN. Report III: Local and State Opinion Regarding the Concept of Learning Disabilities.**
*Journal of Learning Disabilities*; V8 N9 P587-596 Nov 1975

Descriptors: Learning Disabilities*; State Surveys*; Interviews*; Definitions*; Educational Trends*; Exceptional Child Education; Elementary Secondary Edu-

cation; Cooperative Programs; Educational Needs; Delivery Systems;

Identifiers: Illinois*; Project SCREEN;

Presented in the third of four papers on Project SCREEN, an Illinois program to identify and remediate learning disabilities, are results of an indepth study of services provided by five special education cooperatives (consisting of two or more school districts). It is explained that the study involved interviews in each cooperative with such persons as the director of the cooperative, the coordinator of LD services, an LD specialist, and a parent of an LD child. Results are summarized in terms of LD specialists, the auxiliary professions, the problem of definitions, LD programs, inclusive versus restrictive definitions, the stigma of handicap, the goals of education for the LD child, categorical funding, state statutes for early identification, remediation strategies, program evaluation, and parent groups. Noted are findings such as the persistent presence of a morale problem among LD specialists, inadequate auxiliary services, and increasing numbers of resource room programs. Results are compared with another study in which state directors and LD consultants in other states were interviewed. The author suggests that both studies reveal a shared concern that regular education is not responding to individual differences. (For related documents, see EC 07 3636 and EC 08 0310.) (DB)

## ABSTRACT 360

EC 08 0360 ED N. A.
Publ. Date Nov 75 8p.
Lasky, Elaine Z.
And Others.
**Meaningful and Linguistic Variables in Auditory Processing.**
*Journal of Learning Disabilities*; V8 N9 P570-577 Nov 1975

Descriptors: Learning Disabilities*; Learning Characteristics*; Auditory Training*; Memory*; Exceptional Child Research; Elementary Education; Aural Stimuli;

Differences in the delayed recall performance of auditory stimuli that were linguistic-meaningful (words), linguistic-nonmeaningful (nonsense syllables), nonlinguistic-meaningful (environmental sounds), and nonlinguistic-nonmeaningful (pure tones) were evaluated with 20 normal and 20 learning disabled children, 5 to 9 years of age. Although the normal group performed better on each task, a similarity in the relative performance was observed with both groups performing better on the words and pure tones than on the environmental stimuli or nonsense syllables. Results suggested that auditory training programs which recommend training or remediation activities beginning with nonlinguistic-meaningful stimuli (such as animal sounds) require a more difficult skill than that required for the recall of linguistic-meaningful words. (Author/DB)

## ABSTRACT 357

EC 08 0357 ED N. A.
Publ. Date Nov 75 4p.
Coleman, Raymond F.
Strenecky, Bernard J.
**The Interdisciplinary Team: A New Kind of Classroom.**
*Journal of Learning Disabilities*; V8 N9 P551-554 Nov 1975

Descriptors: Learning Disabilities*; Professional Education*; Teacher Education*; Interdisciplinary Approach*; Program Descriptions*; Exceptional Child Education; Post Secondary Education; Graduate Study;

Described is a program which utilizes graduate students majoring in learning disabilities, pediatric residents, and medical students in conjunction with the professionals in the public schools to provide interdisciplinary services to learning disabled children. Explained are the program's history and philosophy, model and function, and the educational process. Advantages of the program to the pediatric residents, the graduate education students, the school districts, and the community are outlined. (DB)

## ABSTRACT 310

EC 08 0310 ED N. A.
Publ. Date Oct 75 10p.
Senf, Gerald M.
Sushinsky, Leonard W.
**State Initiative In Learning Disabilities: Illinois' Project SCREEN. Report II: Definition and Illinois Practice.**
*Journal of Learning Disabilities*; V8 N8 P524-533 Oct 1975

Descriptors: Learning Disabilities*; Definitions*; School Role*; State Surveys*; Interviews*; Exceptional Child Education; Elementary Secondary Education; Child Advocacy; Individual Differences; Student School Relationship;

Identifiers: Illinois*; Project SCREEN;

The second of four papers on Project SCREEN, an Illinois program to identify and remediate learning disabilities in children, focuses on two monographs resulting from the project: "Learning Disabilities -- Child-School Interaction Model" (Gerald Senf) and "The Nature of Learning Disability Practice in the State of Illinois" (L.W. Sushinsky). The Senf publication is described as including a child advocacy statement placing the responsibility for learning problems not within the child but in the school's inability to adapt to individual differences. Offered are two alternative assumptions stressing individual strengths and the goal of the child-school interaction as well as a model for implementation. The Sushinsky publication is described as a report of interviews with representatives of 56 Illinois special education cooperative units (consisting of one or more school districts). Interview results are reported in terms of operational definitions of learning disability, screening and identification practices, administrative structure, a model for delivering educational services, and the role of parent groups. The two documents are seen to support the position that the term "learning disability" has such variable meaning and uses that its sociological role must be questioned. (For a related document, see EC 07 3636.) (DB)

## ABSTRACT 307

EC 08 0307 ED N. A.
Publ. Date Oct 75 10p.
Philage, Mary Lou.
And Others.
**A New Family Approach to Therapy for the Learning Disabled Child.**
*Journal of Learning Disabilities*; V8 N8 P490-499 Oct 1975

Descriptors: Learning Disabilities*; Emotional Problems*; Program Descriptions*; Parent Counseling*; Group Therapy*; Exceptional Child Education; Elementary Education; Remedial Instruction; Affective Behavior; Behavior Change;

Recommendations for a treatment mode for 31 learning disabled children (ages 6 to 13 years) and their parents were derived from a questionnaire compiled during a 3-year period. Recognizing that several approaches in use were ineffective, a new program format was developed. The revised procedure was based on the family's contracting for service, and it focused on the major reinforcers in a child's life space, i.e., parents, teachers, and peers. Remediation and behavior modification techniques were used, the goal being increased independent functioning of the children. Relating skills also were developed, that is, synchronizing feelings with words. Positive results were observed in both remediation and socialization. (Author)

## ABSTRACT 268

EC 08 0268 ED N. A.
Publ. Date Nov 75 4p.
Morgan, Charles.
**Seniors Step Forward.**
*American Education*; V11 N9 P6-8 Nov 75

Descriptors: Exceptional Child Education; Learning Disabilities*; Junior High School; Older Adults*; Program Descriptions*; Tutoring*;

In addition to providing an easily duplicated and cost-efficient instructional system, Connecticut's Senior Citizen Tutoring Program (STEP) has been personally rewarding to the nine "seniors" and 25 seventh and eighth grade problem learners involved. (CL)

## ABSTRACT 142

EC 08 0142 ED N. A.
Publ. Date 75 20p.
Cox, Aylett Royall.
**Tutorial and Group Instruction in a Hospital Language Research Unit.**
*Bulletin of the Orton Society*; V25 P37-56 75

Descriptors: Exceptional Child Education; Learning Disabilities*; Language Handicapped; Reading Difficulty; Hospital Schools; Program Descriptions*; Remedial Instruction*; Curriculum*; Teacher Education*; Class Activities*; Grouping (Instructional Purposes)*; Tutoring*;

Described is a 2-year hospital based language development program serving an average of 100 language handicapped children (aged 7 to 15 years) in daily hour sessions. Explained are the initial

evaluation, student attendance at a 7-week summer placement and diagnostic session, placement in the language laboratory, and the structured teaching procedures in small homogeneous groups. Each session is said to involve activities in the following ten areas: language, history, alphabet sequence, multisensory introduction of a new letter, review of graphemes and phonemes, reading practice, handwriting practice, spelling practice, verbal expression, review of new learning, and listening. It is reported that a student who completes the Alphabetic Phonics course is usually able to score at grade level or above on standardized tests. The program's teacher education component is discussed in terms of remedial language training for the language therapist, training for the classroom teacher, and teaching guidelines. (DB)

### ABSTRACT 141

EC 08 0141 ED N. A.
Publ. Date 75 13p.
Silver, Archie
Hagin, Rosa A.
**Fascinating Journey: Paths to the Prediction and Prevention of Reading Disability.**
*Bulletin of the Orton Society*; V25 P24-36 75

Descriptors: Exceptional Child Research; Learning Disabilities; Dyslexia*; Perceptually Handicapped; Neurologically Handicapped; Elementary Secondary Education; Etiology; Prevention*; Prediction*; Identification*; Screening Tests*; Program Descriptions*; Maturation; Perceptual Development;

Described is the author's work over the past 25 years in predicting and preventing reading disability. Noted is the discovery that reading disabled children are characterized by immaturity in orientation in space and time, and classical or soft neurological signs. Pointed out are results of the arm extension test which showed that reading and language disabled children commonly show a discrepancy between the dominant hand and the hand held higher when both arms are extended. Also reported are results of longitudinal studies showing that reading disability persists into adulthood. Described is an ongoing program to prevent reading failure through the identification and remediation of neurological and perceptual deviations at the kindergarten and first grade levels. The development of a kindergarten screening test, "Search Battery," as part of this program is explained. (DB)

### ABSTRACT 105

EC 08 0105 ED 113 871
Publ. Date 75 21p.
Rosen-Webb, Sarah.
**The Learning Disabled Child in the British Progressive School Setting.**
EDRS mf;hc
Paper Presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Program Descriptions*; Educational Philosophy*; Exceptional Child Education; Educational Needs; Foreign Countries; Educational Trends;

Identifier: Great Britain;

The author describes the history and current conditions at a British progressive school and presents case studies of two learning disabled adolescents who have benefited from the school. It is explained that the school program offers small group instruction based on individual needs. (CL)

### ABSTRACT 91

EC 08 0091 ED 113 857
Publ. Date 75 11p.
Jacobs, Jacqueline E.
Sacatsh, Jean.
**Kindergarten Diagnostic Assessment of Learning Style.**
EDRS mf;hc
Paper presented at the International Scientific Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Identification*; Learning Characteristics*; Testing*; Program Descriptions*; Exceptional Child Education; Primary Education; Kindergarten; Screening Tests;

Described is a program to identify potential learning problems and learning styles in 131 kindergarten children through the assessment of global intelligence, gross and fine motor skills, visual perception skills, auditory perception skills, speech and language development, social skills, alphabet recognition, and number concepts. Standardized tests and informal assessment measures used in the screening program are described. It is explained that organization of the testing program involves eight testing stations; a professional staff of three social workers, two psychologists, three speech therapists, and one learning disabilities teacher; and 20 volunteer parents or graduate students. It is reported that the program has distinguished five groups of children ranging from children needing gross motor or language experiences to children ready for the prereading program. (Author/DB)

### ABSTRACT 88

EC 08 0088 ED 113 854
Publ. Date 75 46p.
Davis, Earl E.
And Others.
**The PASS Model Project: Development, Evaluation and Dissemination of a Service Delivery System for Learning Disabilities.**
George Peabody College for Teachers, Nashville, Tenn.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Program Descriptions*; Psychoeducational Processes*; Delivery Systems*; Demonstration Projects*; Exceptional Child Education; Elementary Education; Inservice Teacher Education; Regular Class Placement; Special Classes; Diagnostic Teaching; Student Characteristics; Information Dissemination;

Identifier: Psychoeducational Agency/School System Model Project*;

Described is the Psychoeducational Agency/School System (PASS) Model Project which is providing full or partial services to approximately 152 learning disabled (LD) elementary school children. It is explained that the project involves planning, implementing, and evaluating a replicable delivery system of resource and special class services relating to children and their families, psychoeducational personnel, and research and development. Described are project objectives including revising the referral and assessment process within the school system, improving the self concepts of the PASS children, developing staff professionals to serve as better behavioral change agents, and offering a fully developed and evaluated model approach to LD applicable in a wide variety of communities. The project is seen to utilize the facilities of a community oriented psychoeducational agency, a school system using diagnostic and prescriptive methods, and a coordination mechanism linking the two systems. Initial data are provided showing that LD children in the project perform lower in verbal than performance skills, function intellectually somewhat lower than the norm, possess a relatively normal self concept, and perform significantly higher in math than in reading. Also noted is a replication and dissemination strategy involving the production of educational products for administrators, psychoeducational personnel, and parents. (DB)

### ABSTRACT 87

EC 08 0087 ED 112 622
Publ. Date 75 25p.
Currie, Winifred.
**Proposing a Model Assessment and Intervention Program for Learning Disabled Adolescents in a Typical School Population.**
EDRS mf;hc
Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Screening Tests*; Intervention*; Incidence*; Reading Difficulty*; Exceptional Child Research; Junior High Schools;

Identifier: Currie-Milonas Screening Test;

Reported are results of screening over 1,000 eighth or ninth grade students for learning disabilities, and suggested is an intervention program utilizing available local resources. The Currie-Milonas Screening Test is described as consisting of eight subtests to identify problems in the basic skills of reading, writing, language, or mathematics. Results indicated

that 19.8% of eighth graders, 18.1% of ninth graders, and 28% of vocational education ninth graders were reading at the fourth grade level or below. Proposed is an intervention program involving classroom teachers, reading teachers, remedial reading specialists, remedial math specialists, learning disabilities specialists, supplemental clinical tutorial services, or referral to special day or residential schools. (Author/DB)

## ABSTRACT 44

EC 08 0044 ED N. A.
Publ. Date 75 110p.
Choromanski, Frederick G.

**Handbook for Secondary Learning Centers. Volume II: Programming.**

Norwalk Special Education Department, Board of Education Administration and Services Center, 105 Main Street, Box 508, Belden Station, Norwalk, CT 06852

Descriptors: Exceptional Child Education; Learning Disabilities*; Mentally Handicapped*; Emotionally Disturbed*; Secondary Education; Educational Programs*; Records (Forms); Handwriting; Spelling; Mathematics; Reading; Remedial Instruction; Resource Centers*;

The second of a two volume handbook from Norwalk, Connecticut, for learning centers for learning disabled, emotionally disturbed, and mentally retarded students at the secondary level focuses on programing. Among forms included are program and progress forms to assess such skills as reading comprehension, oral reading, counting concepts, subtraction, multiplication, decimals, money concepts, percentage, problem solving, and handwriting. Also provided are forms used in the specific remediation of auditory and visual skills, social studies, science, and the career education instructional sections are diagnostic criteria, lists of materials, teaching principles, and suggested activities. (For Volume I, see EC 08 0043.) (DB)

## ABSTRACT 43

EC 08 0043 ED N. A.
Publ. Date 75 101p.
Choromanski, Frederick G.

**Handbook for Secondary Learning Centers, Volume I: Planning.**

Norwalk Special Education Department, Board of Education Administration and Services Center, 105 Main Street, Box 508, Belden Station, Norwalk, CT 06852

Descriptors: Exceptional Child Education; Learning Disabilities*; Mentally Handicapped*; Emotionally Disturbed*; Secondary Education; Definitions; Program Planning*; Student Placement; Identification; Records (Forms); Glossaries; Guidelines; Resource Centers*;

The first of a two volume handbook from Norwalk, Connecticut, on learning centers for learning disabled, emotionally disturbed, and mentally retarded students at the secondary level focuses on program planning. Definitions are provided for learning disability, mental retardation, and emotional disturbance, with associated guides to identify behavioral characteristics. Among forms and charts included are a flow chart of special education services, the referral card, a code guide to exceptionalities, a parent conference summary form, a check list for the diagnostic folder, the monthly report, student roster, learning center student information profile sheet, a listing of duties of an instructional aide, and a volunteer summary form. Also included are guidelines for room arrangement, diagnostic testing, basic tenets of behavior modification, the class meeting, and alternative classroom techniques. Additionally provided are a glossary of approximately 160 special education terms and a bibliography. (For Volume II, see EC 08 0044.) (DB)

## ABSTRACT 38

EC 08 0038 ED 112 613
Publ. Date Mar 75 278p.
Proger, Barton B., Comp.

**Trends and Patterns in Achievement Test Results and Baseline Expectancy Data for Future Performance: Programs for Emotionally Disturbed Children, Learning Disabled Children, and Children with Minimal Brain Injury.**

Montgomery County Intermediate Unit 23, Blue Bell, Pa.
EDRS mf;hc
Annual Program Evaluation Report 1973-1974.

Descriptors: Physically Handicapped*; Emotionally Disturbed*; Learning Disabilities*; Minimally Brain Injured*; Academic Achievement*; Exceptional Child Research; Elementary Secondary Education; Inteligence Level; Age Differences; Expectation; Statistical Data; Program Evaluation;

Identifier: Stanford Achievement Test*;

Summarized are the results of testing (Stanford Achievement Test) during 1973-74 in four Montgomery County, Pennsylvania, programs for handicapped children: physically handicapped, emotionally disturbed, minimally brain injured, and learning disabled. The study attempted to establish realistic expectancy levels of performance for children at various ability and levels within each program. It is explained that within each program, the children were stratified into the following subgroups: individual intelligence test verbal scores, global age levels (elementary versus secondary), specific age levels, and entry levels (pretest scores). Reported are results showing achievement patterns ranging from less than half a year to somewhat less than a full year for each year of instruction. (The major portion of the document consists of tables detailing achievement test results.) (DB)